DOCUMENT RESUME

ED 266 523 CS 505 219

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TITLE Teaching Communication Skills in the Junior High: It's Time to Stop Waxing Poetic and Start Waxing Practical.
PUB DATE 3 Nov 84
NOTE 23p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Communication Skills; Junior High Schools; Listening Skills; Nonverbal Communication; Speech Communication; *Speech Curriculum

ABSTRACT

The Target: Communication Skills program instituted in the Lincoln, Nebraska, public schools proposes that all students, K-12, in all subject areas be provided with opportunities to develop and improve their communication skills. The program emphasizes four basic skills: speaking, observing, listening, and nonverbal skills. In applying this program to junior high school students, an understanding of the students' view of communication as self-centered rather than communal, passive rather than active, and coercive rather than persuasive provides a necessary basis for developing a communications skills class. (Appendixes include a statement of district goals, a program model, a list of achievement indicators for grades 7-9, and a course outline.) (DF)

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TEACHING COMMUNICATION SKILLS IN THE JUNIOR HIGH: IT'S TIME TO STOP WAXING POETIC AND START WAXING PRACTICAL

by

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A paper presented at the Speech Communication Association Convention
Chicago, Illinois
November 3, 1984

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TEACHING COMMUNICATION SKILLS IN THE JUNIOR HIGH:
IT'S TIME TO STOP WAXING POETIC AND START WAXING PRACTICAL

"What are we talking about when we speak of "communication skills"? I'm not a speech teacher. How can I be expected to provide learnings in communication for my students?"

The above monologue, while hypothetical, may well be an accurate response of many teachers who are asked to provide communication skills learnings for their students. Similar responses are heard from teachers who are in the implementation phase of a communication skills program: TARGET: COMMUNICATION SKILLS, a kindergarten through twelfth-grade, interdisciplinary approach designed to help students gain communication skills in the Lincoln (NE) Public Schools. Actually, there is little to fear, and no reason to think that "extra" requirements are being placed on teachers. The communication program is designed so that all teachers, no matter what their training or specialization, may provide opportunities in their classrooms which will enhance students' abilities to communicate through their lives. This program does not add "things" to already full schedules: instead, it provides a new perspective for teachers so that they can provide such learnings in ways which fit their style, subject matter, and methods or techniques.

Teaching is communication. Accordingly, what the TARGET: COMMUNICATION SKILLS program proposes is that all students, K-12, in all subject matter areas are provided opportunities to gain the "ability to give, receive, or interchange information, thoughts, and feelings."1

The program develops four basic skills which incorporate six learnings and five major applications of the learnings and skills. Speaking, observing, listening, and non-verbal skills whih the program helps students to achieve are four kinds:

(1) Communication Codes: Speaking and Understanding Spoken English

(2) Oral Message Evaluation: Using Standards of Appraisal to Make Judgements About Messages or Their Effects

(3) Basic Oral Skills: Basic Speech Communication

(4) Human Relations Skills: Building and Maintaining Personal Relationships and Resolving Conflicts2

The learnings provided in the program are met through English graduation requirements which are assessed at the tenth-grade level and are supported by Lincoln Public Schools goals. (See Appendix A for the District goals and English graduation requirements.) In addition, there are four elements critical to the success of the program: philosophy, method, content, and evaluation. Each of these elements is described below:

Philosophy: Communication skills of speaking, observing, listening, and nonverbal language are essential for all students. Teachers directly teach and/or model communication skills in all subject matters, not English language arts, alone.

Method: Teachers demonstrate good communication skills, regularly review their personal achievement of the program outcomes, and actively enhance it by in-service participation or self-directed communication skills experience. They assess student proficiency and provide process instruction for students who need it.

Content: Teachers directly teach the student learning outcomes through the use of the philosophy and the activities from the curriculum guide. They identify for the students the outcome (purpose) for all communication skills activities. Students are encouraged to be partners in their own communication skill achievement through knowledge of their assessment and progress.

Evaluation: Schools choosing to evaluate the program may use data from the Student Assessment Records, both pre- and post-assessment, or an optional

form.

If the district chooses to evaluate the program, it may use data from the Student Assessment Records, both pre- and post-assessment, or student achievement of standardized tests of communication skills (which are not presently part of the district testing program).3

How can teachers apply communication skills? There are many applications in the classroom which can be related to the world outside the classroom, and in which each of us must interact. For example, the media, in its many forms, is an important factor in our lives. All of us need to be able to respond to, analyze and evaluate its influence upon us, and the influence of people upon the media, as well. While most of us are not "public speakers," we are often called upon to give speeches, present reports, make awards, or make introductions in front of people. Most of us have the opportunity to read aloud, to tell stories, or to dramatize stories for others at some time in our lives. America is an "organization-conscious society" most of us belong to at least three groups or organizations in a lifetime and need to be aware of the roles of leaders and group members. We also need to be aware of how to cope with and resolve conflict, as well as what it means to each of us to be a leader or group member. Each of us has many people with whom we relate in our jobs, our recreational ctivities, in our interpersonal relationships, and in the family situation. Skills gained in a communication program can help us to build and maintain relationships with others. The communication program in Lincoln is designed to help students learn the skills which will help them communicate more effectively throughout their lives.

TARGET: COMMUNICATION SKILLS: IMPLEMENTATION IN-SERVICE, JUNIOR HIGH

The in-service for the communication program in the Lincoln Public Schools is based upon the view that all <u>teaching is communication</u>. The program does not replace the teaching of speech by specialists trained in speech programs; instead, it

teaches teachers the tantalizing task of teaching communication skills to students. The in-service workshop is a three-hour session (which may be presented in two 1 1/2 hour segments, or, in one full three-hour session), in which the teachers are introduced to the guide, the rationale for the program, the scope and sequence of the program, a description of the outcomes of the program, including Competent Adolescent statements (broad descriptions of an adolescent, grades 7-12, having communication skills competence),4 classroom achievement indicators (*see Appendices for this information), and, Application in life. In addition, the workshop provides descriptions of the four basic outcomes, brainstorming for activities which can be used (from the guide), a group involvemqnt activity for each of the four outcomes, and discussion of student assessment. The guide contains ample "activities that work" for the outcomes listed in the program. In the upper-right-hand corner of each activitiy page are found the specific learnings, grade-level for application, and skill which is emphasized in the activity. Teachers are advised in the guide, and in the in-service sessions, that the activities are flexible and adaptable. Teachers are encouraged to adapt the activities to specific lessons or units. Both in-service and the guide itself also point out that activities for the classroom must meet three criteria:

(1) Each activity, whether from this guide or others, must have a specific objective focused on specific oral communication skills;

(2) Each activity must be understood by the student to involve communication skills; and,

(3) Each activity must provide the teacher with an opportunity to observe and evaluate student skill.5

Oral communication skills should <u>not</u> be addressed as a subject only to be taught for a brief period of time in a given day. They are basic to the learning process for all subject area. The guide includes a Resources section which provides background information--definitions of terms, and clarification of concepts and

activities which the non-communication-trained teacher would need to know. Sections on grade-level instruction provide information as to when he skill is focus-taught and sample classroom activities which require few materials and can be utilized at the teacher's discretion. Most can be adapted to various lessons and time constraints. Some may even be used to assess student progress. The emphasis to teachers is this: communication skills are basic to student education. Teachers must provide opportunities for their students to gain and practice those skills in order to help prepare students for life skills necessary for coping with all that one needs to cope with in a lifetime. While the in-service for the program is not one which will teach all subject-matter teachers to replace speech communication teachers, it is one which is believed to promote th teaching of communication skills within the current program of instruction. The in-service and the curriculum only provide information and activities by which that goal can be accomplished. It is hoped that within time, there will be "speech teachers" at all levels, teaching the appropriate speech instruction to all students. In the meantime, the TARGET: COMMUNICATION SKILLS program provides the next best: training for teachers, and opportunities for students so that all may become more effective communicators.

TEACHING COMMUNICATION SKILLS IN AN INDEPENDENT COURSE

The TARGET: COMMUNICATION SKILLS program discussed in the previous section is a response to a very real need: the need for students to be taught communication skills, an important life skill. The TARGET program fulfills this need at a variety of levels, and practically it can be implemented without specialization in the communication field. But, we also must realize that communication skills can be taught in a single, independent class. The TARGET program does not reject the need for concentrated training of students in the communication skills through an

independent course. In fact, the TARGET: COMMUNICATION SKILLS PROGRAM can be utilized as an ideal support program for an independent class.

It would be of tremendous value to have an independent course available to students at all levels that concentrated on the teaching of communication skills. The advantages of such a program are numerous. First, a teacher in the TARGET program does not, nor are they expected to, have the expertise in the communication field, this is one of the advantages of the program for schools or districts that cannot afford the time or money to adopt an independent program or those that choose to integrate communication skills throughout the subjects. But there are also advantages to having someone with extensive training to provide the students with a solid grounding in the communication skills and to convince them of the need to learn these skills.

The TARGET program provides excellent application of communication skills and a new perspective on the subject matter but students could also benefit greatly from more indepth training in this area. Second, since this is a life skill it could only benefit students more to have a single class and then reinforcement through all other classes. Many times at the junior high level it is not enough to teach a student an important skill in a one shot lesson. The retention rate requires that this be reinforced in any way possible. Therefore, the teaching of communication skills in a single class devoted to the development and recognition of these skills, followed by reinforcement through the TARGET program would aide their retention of the material. Hopefully this would also reinforce the practical uses of communication skills. Unfortunately not every school or school district can afford to make the committment in terms of instructional time or budget, but the important thing is that some can.

This section of the paper is devoted to the educators who find themselves in the situation of teaching a communication skills class. It takes a practical look at the needs of the junior high student. Through an analysis of these needs we as teachers (whether we teach communication skills presently or not) can better

understand how these needs can be met through an independent class. An outline of a semester class devoted soley to communication skills with the specific needs in mind is provided in the appendix.

The Junior High Student's View of Communication Skills: The Law of the Playground

The junior high student, as many teachers would agree, is a unique being. They are caught in that awkward age between childhood and young adulthood. Their view of communication skills is unique for much the same reasons. The junior high student is in a phase where development of these skills are extremely important. Examining communication skills as they exist and realizing where they need to grow can be of great advantage for the junior high teacher by helping to determine a practical approach for the improvement of those skills.

The basic junior high student views communication in terms we will refer to as "The Law of the Playground." This view goes back to elementary school. Communication as a skill has not yet developed, they view communication as something that is just there, not something they can learn to use. Communication is taken for granted by most students at this level. It can be characterized by what goes on in the playground setting. Communication is not a reason giving process. When Johnny and Mary get into a fight over who gets to play with the kickball, the argument is either solved by force i.e., Johnny taking the kickball from Mary, or by an appeal to a higher authority i.e., the teacher. Johnny and Mary have not yet learned how to "talk things out." The idea of "talking things out" is something we as teachers would be helping them to learn.

The view of communication skills in terms of the "Law of the Playground" can be broken down into three basic characteristics that can describe the student's view of communication: Communication as self-centered rather than communal, communication as passive rather than active, and finally communication as coercive rather than

persuasive. An understanding of these characteristics can give use a practical basis for developing a communication skills class.

Communication as self-centered

The junior high students' view of communication is very "me" centered. There is little realization of another point of view. The student expects you to talk to only them, they expect you to remember every detail about what they told you yesterday, they interrupt others when they have something important to say. All these examples identify communication as self centered.

These characteristics are not desirable for an effective communicator. Therefore we as teachers should try to teach students that communication is a very community oriented process. We can teach them things like empathy, audience analysis and other effective conversation skills. Communication skills should be used to shar information with others. They should be used with a concern and awareness of the audience. Any lessons in interpersonal and group communication would help build this skill.

Communication as an Active Process

Junior high students view communication as something that is fun: it's entertainment. Communication is used to socialize with friends in the hallways between classes, it is taken for granted in many respects. Communication to these students is a passive process, not much needs to be done on their part. Students have not yet realized that communication skills are tools that are functional, and that it should be a active process. All too many times the junior high student sits in class, absorbs the information, but then doesn't use the proper skills to process it. Communication follows the "sponge theory," it is a nonparticipatory process where they sit, the teacher talks, then they write it down and there it ends.

Many communication skills can be taught to help the student view communication

as a functional, active process. The questioning techniques used in interviewing can be helpful in the classroom, along with effective listening skills to help the student become an active participant in the comunication process. The public speaking that is a form of communication skill can help the student learn to present ideas clearly and effectively so they can express themselves efficiently. Students should learn that communication is a tool that they can use to obtain information, further their understanding and learning and effectively express their own ideas. We as teachers should be helping students achieve these goals.

Communication as Coercive

Many times the communication process for junior high students is a very coercive one. If they can't get things the way they want they may resort to force and take what they want, or they may appeal to a higher authority. The student believes that in order to get what they want they must force others to give in. They do not yet realize that communication skills can be used to persuade others so they can get what they want. Persuasion is a much more socially acceptable method of obtaining things rather than tattling or fighting. Persuasion can also be more effective in that it may have the same result but with no ill will on the part of the other person.

Communication skills such as the art of persuasion can help the junior high student realize that there are more socially acceptable ways of getting what they want. Through the proper use of language and motivation communication can become a persuasive process rather than a coercive one.

The Law of the Community

Hopefully, an independent communication skills course can teach students that communication is more than just what went on at the elementary school playground. Communication is a community oriented process. It is a process of reason giving, sharing, concern for others and an active, cooperative tool that can help them get

along better in society. Communication should follow the "Law of the Community" rather than the "Law of the Playground." An outline of a basic communication skills course that follows these three theories is outlined in the appendix.

Teaching communication skills in the junior high school, if it is to be effective, should evolve around the ideas that are important for students at this level to learn if they are to become an active member of society. Practically, we need to teach junior high students the skills that will help them the most. This can be done in the two methods we outline in this paper. First, communication skills can be taught in an independent class to provide the the indepth knowledge and reasoning needed to practice them in other areas. Second, a program such as TARGET: COMMUNICATION SKILLS is an invaluable one to teach communication skills in either an independent setting, because it provides the necessary reinforcement for skills learned, or as a single program because it provides students with the opportunity to develop their ability in the area of communication skills.

When we speak of "communication skills" your response need not be one of fear but instead should be one of excitement because you can provide your students with the necessary experience they need in the communication skills area in a way that fits your own teaching style.

APPENDICES

DISTRICT GOALS SUPPORTED BY THE TARGET:COMMUNICATION SKILLS PROGRAM

LINCOLN PUBLIC SCHOOLS GOALS:

To the degree they are able, all students should:

1. Think logically, objectively and creatively. Acquire, analyze, and evaluate information as the basis for making decisions.

2. Communicate effectively by reading, writing, speaking, observing and listening.

3. Understand and use basic mathematics.

4. Understand and use basic scientific and technological knowledge and processes.

5. Know about human beings, their environments and their achievements, past and present.

6. Understand and follow practices associated with good health.

7. Find satisfaction in aesthetic expression.

8. Develop habits, attitudes and values helpful to themselves and others.

9. Respect and have confidence in themselves.

10. Establish and maintain positive relationships with others.

PROGRAM SUPPORT FOR DISTRICT GOALS:

The communication skills program provides students in all classes, (e.g., mathematics and science, as well as English) with opportunity to achieve the district goals highlighted above, in these ways:

DISTRICT GOAL 1: Communication skills encourage students to develop logic and analysis in a variety of situations, such as objectively presenting ideas and information to others. In order to present that information, students learn to differentiate between facts and opinions. Communication skills also help students gain self-knowledge

and the ability to creatively express themselves. Communication skills promote active participation in the teaching-learning process. Students' thinking and decision-making abilities are enhanced when they are encouraged to acquire, analyze, and evaluate information which they have in order to present facts, information, and feelings in small groups, on a one-to-one basis, or to an entire class.

DISTRICT GOAL 2: A communication skills program encourages students to read about, observe, and listen to others and the world around them. When speaking is involved, students learn that reading, observing, and listening help them gain information to share with others. In addition, they learn that reading aloud and speaking need to be accomplished effectively. The communication skills program is the basis for learning to be effective when reading aloud, observing, listening, speaking and writing, for carry-over from speaking to writing is great.

DISTRICT GOAL 7: Communication skills programs enhance the study of literature, drama, art, dance, and other forms of aesthetic expression. Oral reading, readers' theatre, role-playing and creative dramatics are all a part of the communication skills utilized in activities and methods in the program, all of which support both the literature program goals and the communication skills goals, and which support aesthetic expression in other mediums as well.

DISTRICT GOAL 8: Many of the activities and techniques in the communication skills program help students develop reading habits, research skills, open attitudes towards others who are "different" from them (e.g., in cultures, backgrounds, values, practices, religions). Communication skills provide the tools of critical thinking, analysis, role-playing, and re-creating persons and events for discussion purposes, for helping students to distinguish among a variety of values.

DISTRICT GOAL 9: The study of communication enables students to gain knowledge about themselves and others. As students gain information about themselves, they gain self-confidence. Gaining self-confidence helps students learn self-respect, and enables them to gain the respect and confidence of others as well.

DISTRICT GOAL 10: One of the major parts of the communication skills program is learning how to gain and build relationships with others, and then learn to maintain those relationships. Students learn how to get along with others, how to ask questions, when to ask questions, how to take turns in the communication situation, and how to solve conflicts and problems in group situations.

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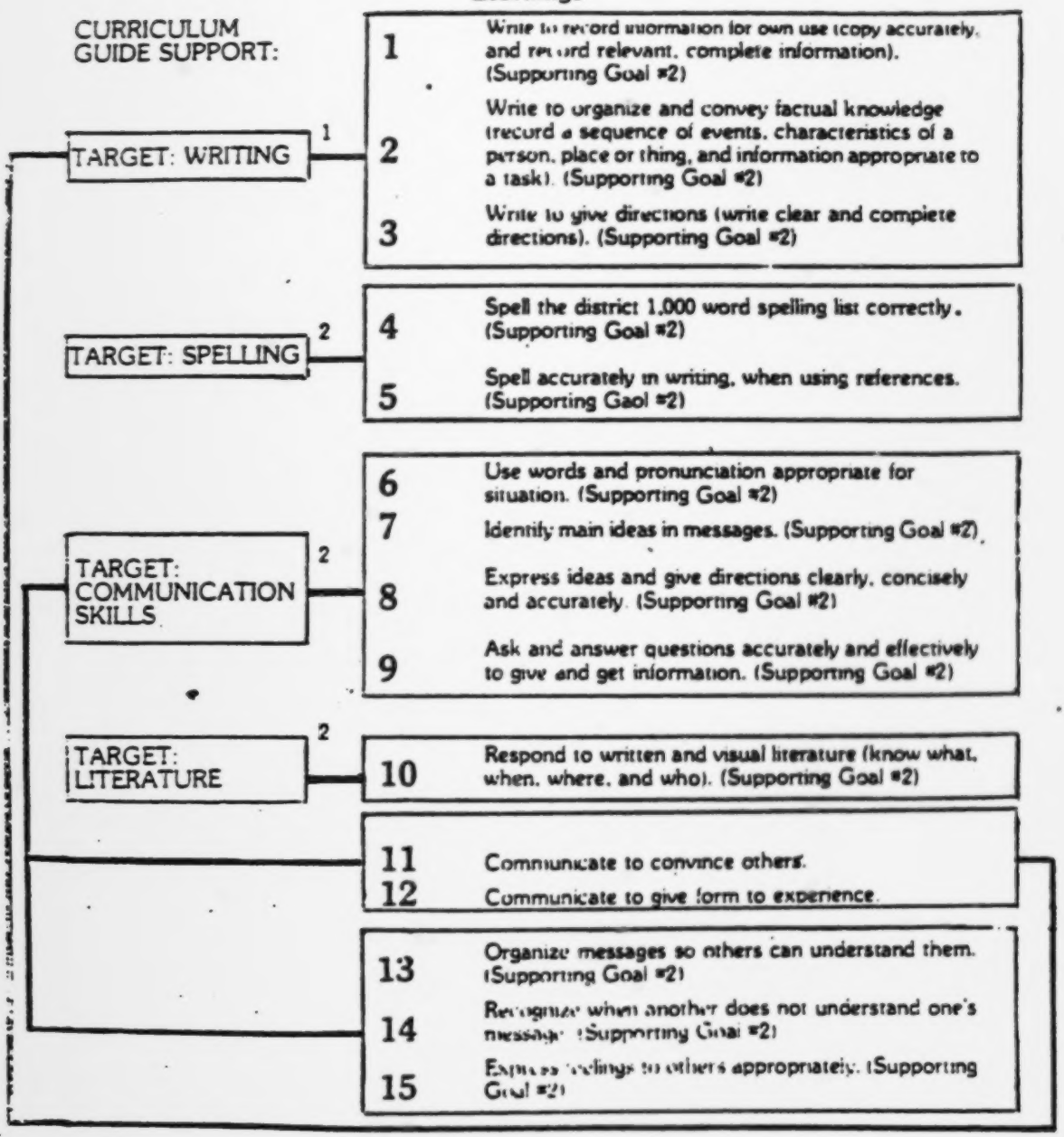
Graduation Requirements

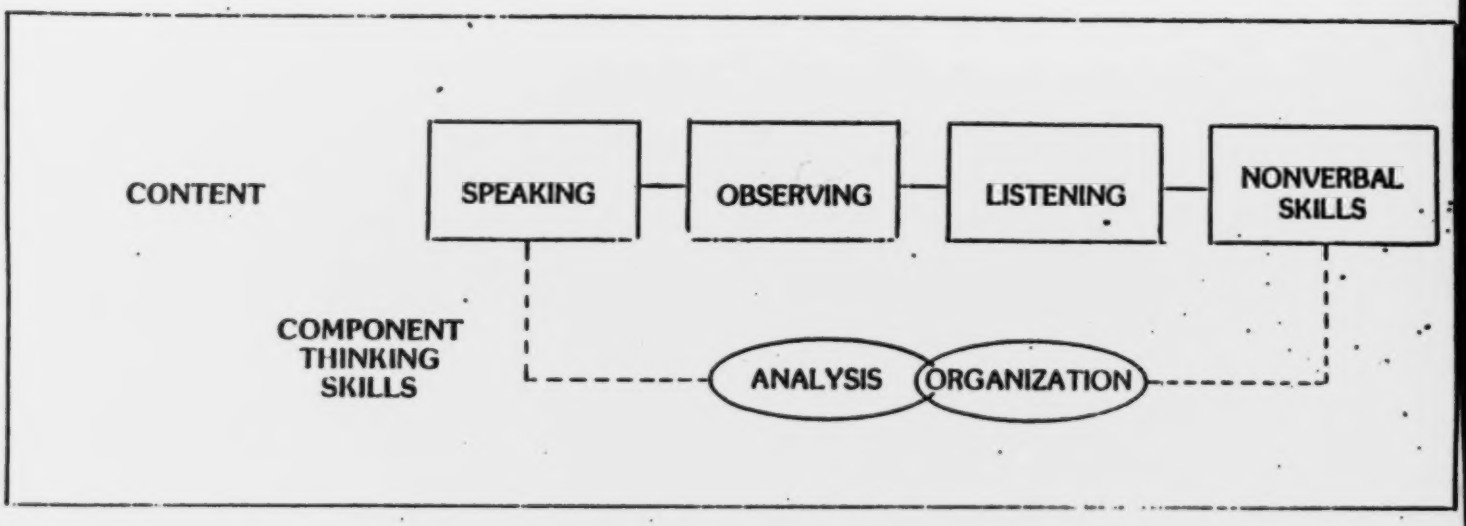
Learnings


CURRICULUM GUIDE SUPPORT:
TARGET: WRITING 1
1 Write to record information for own use (copy accurately, and record relevant, complete information). (Supporting Goal #2)
2 Write to organize and convey factual knowledge (record a sequence of events, characteristics of a person, place or thing, and information appropriate to a task). (Supporting Goal #2)
3 Write to give directions (write clear and complete directions). (Supporting Goal #2)
TARGET: SPELLING 2
4 Spell the district 1,000 word spelling list correctly. (Supporting Goal #2)
5 Spell accurately in writing, when using references. (Supporting Gaol #2)
TARGET: COMMUNICATION SKILLS 2
6 Use words and pronunciation appropriate for situation. (Supporting Goal #2)
7 Identify main ideas in messages. (Supporting Goal #2)
8 Express ideas and give directions clearly, concisely and accurately. (Supporting Goal #2)
9 Ask and answer questions accurately and effectively to give and get information. (Supporting Goal #2)
TARGET: LITERATURE 2
10 Respond to written and visual literature (know what, when, where, and who). (Supporting Goal #2)
11 Communicate to convince others.
12 Communicate to give form to experience.
13 Organize messages so others can understand them. (Supporting Goal #2)
14 Recognize when another does not understand one's message. (Supporting Goal #2)
15 Express feelings to others appropriately. (Supporting Goal #2)

[1] Piloted in 1978, implemented in 1979

[2] Piloted in 1981, implemented in 1982

Program Model, TARGET: COMMUNICATION SKILLS
K-12, Lincoln Public Schools



Some Classroom Applications:

Discussion:
Agenda setting
Conflict resolution
Group roles
Leadership
Role playing

Oral Interpretation:
Creative dramatics
Reading aloud
Role-playing
Storytelling

Media:
Evaluation
Response

Interpersonal Communication:
Building and maintaining relationships
Conflict resolution
Protecting one's rights

Public Speaking:
Basic speech
Debate
One-to-many speaking

ACHIEVEMENT INDICATORS

I. Communication Codes (speaking and understanding spoken English)

A. Listen effectively to spoken English.

1. Student follows directions with at least 75% accuracy.
2. Student does not continually request the same information.
3. Student carries out tasks with a high degree of proficiency.

B. Use words, pronunciation, and grammar appropriate for situation.

1. Student's language use is appropriate to the audience and situation.
2. Student uses pronunciation appropriate to the audience and situation.
3. Student uses grammar in an acceptable manner, according to the situation.
4. Student uses vocabulary which teachers and peers can readily understand.
5. Student uses language in an inoffensive manner which does not alienate teachers or peers.

C. Use nonverbal signs appropriate for the situation.

1. Student expresses feelings nonverbally.
2. Student expresses thoughts and feelings both verbally and nonverbally; both messages are consistent with each other.
3. Student uses appropriate eye contact when talking with the teacher or other students.
4. Student has facial expressions which enhance the erbal message when presenting a speech, report, or reading.

D. Use voice effectively.

1. Student realizes and uses his/her voice in a manner which is acceptable to the situation (i.e., does not "scream" answers or questions in the classroom).
2. Student uses adequate volume to be heard when asking a question or making a presentation.
3. Student uses variety in speaking (does not use same pitch, volume, or rate for every verbal response).

II. Oral Message Evaluation (using standards of appraisal to make judgments about messages or their effects)

A. Identify the main ideas in messages.

1. Student identifies the task to be performed when given oral instructions.
2. Student identifies main ideas when taking lecture notes or listening to a broadcast.
3. Student identifies critical issues in factual and in opinionated messages.
4. Student identifies key points of messages.

B. Distinguished facts from opinions.

1. Student determines the assignment she/he is expected to complete.
2. Student tells the difference between assertions of opinion and statements of fact when questioned about the two in class.

3. Student notes that when a speaker says, "I think..." the statement is one's opinion.
4. Student recognizes that when a speaker says, "The Secretary of State, Alexander Haig, says that our intelligence reports a build-up of Soviet troops in Iran," the speaker is quoting someone who is using factual material.

C. Distinguish between informative and persuasive messages.

1. Student distinguishes between fact and opinion when discussing a movie review read in class.
2. Student determines propaganda techniques used in radio/television commercials.
3. Student compares his/her own standards and definitions of quality with objective standards, and explains the difference.

D. Recognize when another does not understand one's message.

1. Student recognizes when another does not understand a message and makes adjustments in the message (i.e., clarifies, refines, restates, adapts, changes, gives examples, makes analogies, summarizes).
2. Student assesses nonverbal feedback or messages of listeners and adjusts accordingly (speaks louder, restores, clarifies, etc.).
3. Student recognizes when someone is troubled by word choices or ideas stated in one's messages.
4. Student recognizes when someone does not understand a request.
5. Student recognizes when someone is unable to follow directions she/he has given.

III. Basic Speech Communication Skills (selecting and arranging message elements)

A. Express ideas clearly and concisely.

1. Student gives oral reports which provide adequate information for teacher and class.
2. Student explains how and where she/he obtained the information for an oral report or research/library assignment.
3. Student explains the gist of the assignment given the previous day.

B. Express and defend with evidence a point of view.

1. Student defends his/her choice of personal characteristics required of a leader/group member, etc., in a class activity, by presenting the reasons which led to those choices.
2. Student defends his/her choice of a book to be read as an out-of-class project by explaining how it meets the assignment.
3. Student explains and defends a request for additional time to work on an assignment/project, or whatever.

C. Organize (order) messages so others can understand them.

1. Student uses a chronological (time) order when explaining the sequence of steps taken to complete an assignment.
2. Student explains the various topical areas covered in a lesson, such as history or English.
3. Student explains how the newspaper is laid out, according to the importance, usual location, and topic areas.

D. Ask questions to obtain information.

1. Student asks questions which will help him/her find additional sources for a project.
2. Student asks questions which will help him/her gain a clearer understanding of the grading criteria on an assignment.
3. Student asks questions in a simulated interview which require more than "yes" or "no" answers.

E. Answer questions effectively.

1. Student answers questions which require explanation and development with adequate information.
2. Student answers questions which require description with adequate information about behaviors and events she/he has observed.
3. Student answers the questions which are asked, providing all necessary information, whether the answer required is a simple "yes" or "no" or one which requires amplification.

F. Give concise and accurate directions.

1. Student fully and completely describes events.
2. Student provides complete, accurate directions from the school to some other well-known location in the community.
3. Student provides directions on an activity about which she/he knows in such a way that the class can follow the directions and complete that activity.

G. Summarize messages.

1. Student summarizes instructions for a project upon which he/she has been working.
2. Student summarizes the qualifications for a school office or responsibility in which many students are interested (what is involved in being a member of the student council, for example).
3. Student summarizes what has happened so far in the unit currently being studied.

IV. Human Relations (building and maintaining personal relationships and resolving conflicts)

A. Describe another's viewpoint.

1. Student expresses feelings of characters in books, films, or television shows.
2. Student describes the viewpoint of another, with whom she/he is not in complete agreement.
3. Student explains the opinions of a movie reviewer who did not like a movie.

B. Describe differences in opinion.

1. Student describes the differences between his/her viewpoint and that of another.
2. Student explains how two characters differ about the necessary course of action in a novel.
3. Student explains the conflict of opinion in a television program which was recommended for out-of-class viewing.

C. Express feelings to others.

1. Student expresses feelings such as anger in a manner appropriate to the person(s) and situation.
2. Student tells others how she/he feels about an idea or event, and why those feelings exist.
3. Student appropriately expresses his/her feelings of approval/disapproval about group behavior.

D. Perform social rituals.

1. Student requests appointments with teachers, counselors, and others.
2. Student effectively initiates and concludes interviews and phone calls.
3. Student presents ideas in meetings and informal gatherings.

SEMESTER COURSE OUTLINE

I. Interpersonal Communication

- A. Listening
- B. Perception
- C. Interviewing

II. Group Communication

- A. Membership
- B. Leadership
- C. Process
- D. Preparation
- E. Participation
- F. Perception

III. Public Speaking

- A. Speech Writing
  - 1. Outlining
  - 2. Parts of speech
- B. Delivery
- C. Demonstration speech
- D. Informative speech
- E. Persuasive speech

ENDNOTES

[1]Statement from the rationale of the pilot program. TARGET: COMMUNICATION SKILLS. Lincoln, NE. Public Schools. 1982.

[2]Requirements for Speaking and Listening. Speech Communication Association brochure, 1982.

[3]TARGET: COMMUNICATION SKILLS. K-12 Curriculum Guide. Lincoln, NE: Lincoln Public Schools, 1982, p. I/2.

[4]Barbara Sundene Wood, editor. DEVELOPMENT OF FUNCTIONAL COMMUNICATION COMPETENCIES: GRADES 7-12. ERIC Clearinghouse on Reading and Communication Skills. 1977.

[5]TARGET: COMMUNICATION SKILLS. OP. cite. p. (A) ES/1.